**3Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_Historical Events\_\_ TIME FRAME: \_\_\_\_\_\_\_1 week\_\_\_\_\_\_\_ TEACHER: Mrs. Sheryl Wester, NBCT\_\_

ELA/Social Studies

Books: If You Lived in Colonial Times, Williams House - Reading Street Basal-Unit 2

Harcourt Social Studies Textbook: People Who Make a Difference -Ideas Cause Change-page 84-85

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Students will read stories that are worth telling and retelling. The students will understand how events, individuals and ideas have influenced history. | | | | |
| |  | | --- | | **UnitConnectionCollege and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   * Students will demonstrate independence.    Students will value evidence.   * Students will build strong content knowledge.    Students will respond to the varying demands of audience, task, and discipline.   * Students will critique as well as comprehend. * Students will use technology and digital media strategically and capably. * Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| **Reading**  **(Including Foundational Skills)**  **RI3.1 and RL 3.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RL3.6** Distinguish their own point of view from that of the narrator or those of the characters.  **RI3.2-**Determine the main idea of a text recount the key details and explain how they support the main idea.  **RFS3.3d-**Read grade-appropriate irregularly spelled words  **RFS3.4** –Read with sufficient accuracy and fluency to support comprehension.  **RFS3.4a** Read grade-level text with purpose and understanding.  **RFS3.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Social Studies**  **3.H.2.1**- Explain change over time through historical narratives (event, people and places)  **3.H.2.2**- Explain how multiple perspectives are portrayed through historical narratives  **Writing**  **W3.3a**-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  **W3.3c** Use temporal words and phrases to signal event order | **Speaking and Listening**  **SL3.1b** -Follow agreed upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at time about the topics and texts under discussion.  **SL3.2**-Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally  **SL3.1d**-Explain their own ideas and understanding in light of the discussion. | **Language**  **L3.la**-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  **L3.lc**-Use abstract nouns.  **L3.2f-**Use spelling patterns and generalizations in writing words.  **L.3.4-**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | |
|  | | |  | | | |
| What do you think would have been the greatest challenge living as a colony child? | | | Colonial America-Communities and Ways of life | | | |
| When you find yourself in a new place, what problems might you meet? | | | Independence-Freedom from British Rule | | | |
| How did the environment of New England force the colonist to change? | | |  | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  **RBT Flip Cards**  Students can respond to teacher directed questions. Students can ask each other questions. Students can create and ask their own questions.  **Graphic Organizers**   * Main Idea and Supporting Details-Summarize the main ideas of stories and reference the text to support with details * Compare and Contrast-1. Houses   Then and now 2. Point of View/Opinion-compare colonial life to life today.  **Guided Reading-**Small Groups(Addressing Standards- RFS3.3d, RFS3.4, RFS3.4a) | **Writing/Language Tasks**  **\*Language Skills will be incorporated with the writing skills.**  **L3.la**- nouns, pronouns, verbs, adjectives, and adverbs  **L3.lc**-Use abstract nouns.  **Writing Task**-Pretend you are a colonial boy or girl. Write a story about a day in your life.  **Research- Research different kinds of homes.** Choose one type of home that interests you. Look in a library book or online to learn about the home. Draw and label a picture of the home. From the information you gathered, write four facts about the home below your picture.  **Letter Writing**- Write a friendly letter to William and Elizabeth, the characters in *William's House.*   1. Put today's date on your letter. 2. Describe some things about homes today that are the same as they were in 1637. 3. Tell William and Elizabeth about things that are different, such as running water and electricity. 4. If you wish, tell them about things we have today that would have made their lives easier, such as washing machines and power tools. | | | **Discussion Tasks**  **BEGIN A K-W-L CHART**  \*Feature colonial America. Draw a K-W-L chart on the board. Write what students know on the chart. Then have pairs of students write two to three questions about colonial America. Add them to the chart.  **Class Discussion-**Discuss the First Thanksgiving and its significance then and now.  **Class Discussion-**Discuss the challenges and obstacles the colonists encountered as they arrived in America \* Focus on the climate and survival skills needed.  **Class Discussion-**Discuss how the colonist solved the problem of unfair laws by declaring their independence from Britain  **\*Writing Task\*-**Problem and Solution –writing prompt | | **Vocabulary Tasks**  **Vocabulary Game:** Make a chart of the vocabulary words (laminate if possible). Each student will toss a bean ball onto the chart. Whatever word it lands on must be used correctly in a sentence.  **Vocabulary Matching**-Match the words to the definition and create a sentence or representation for the words.  **Vocabulary Web**-Students will create a web to include a synonym, antonym , definition and picture.  **Root Word Mystery**-Write a root word on an index card and provide the meaning of the word. Write words that students may not be familiar with using the same root words. Write sentences using the words so that students can develop context clues.L.3.4c  **Word Sort**-Students will sort multiple meaning words into groups. Write sentences using the words so that students can develop context clues. **L.3.4**  **Spelling Station-** Students will use spelling patterns/generalizations to create words. Students can use a graphic organizer to create lists. **L3.2f** |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| Graphic Organizer-KWL  Self-Assessment-(Levels of knowledge) indicated with stickers | | Anecdotal Notes-Teacher Observation  Work Station-based activities  Writing Journals  Think-Pair-Share  Exit Tickets | | | Teacher-made Reading Comprehension Test  Writing Tasks | |
| **Text(s) Selections** (generated by both teacher and student) Teachers will list the genres/titles for study:  **Resource for** **If You Lived in Colonial Times**: http://coolkidlit-4-socialstudies.pbworks.com/w/page/16472987/If%20You%20Lived%20in%20Colonial%20Times  **Resource for Williams House**: http://www.hillsboro.k12.mo.us/faculty/link\_robin/williamshouse.html  **Resource:** Colonial-ThinkQuest http://library.thinkquest.org/J002611F/introduction.htm  **Stories:**  If You Lived in Colonial Times Lexile 590L Williams House Reading Street Basal-Unit 2  Harcourt Social Studies Textbook: People Who Make a Difference -Ideas Cause Change-page 84-85  **Guided Reading (Addressing Standards-** RFS3.3d, RFS3.4, RFS3.4a**)**  Leveled Readers-Scott Foresman  *Below Level Reader*-Colonial New England *On Level Reader*-The Colonial Adventure *Advanced Level Reader-*Houses Past and Present | | | | | | |
| **Cross-Curricular Activities:**   1. **Science- 3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.**   **3.L.2.3 explain how the basic properties and components of soil determine the ability of soil to support the growth and survival of many**  **plants.**  Students will learn about the environmental aspects of plants/farming as it relates to the colonists-i.e. survival, climate  **Vocabulary-Science:** nutrients, soil, root, stem, leaf, germination, seeds, seedlings, environment | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Vocabulary-Social Studies:** Europeans, settlers, settlement, colony, colonists, government, constitution, historical figures | | |
| **If You Lived in Colonial Times**  knit  kerchief  sweeten  scold  harbor  clever  manners | **Williams House**  barrels  cellar  clearing  pegs  spoil  steep  fashioned  halt  succotash | **Leveled Readers**  *Below Level Reader*-Colonial New England    Vocabulary- barrels, cellar, clearing, peg, spoil, steep  *On Level Reader*-The Colonial Adventure  Vocabulary-barrels, cellar, clearing, peg, spoil, steep  *Advanced Level Reader-*Houses Past and Present  Vocabulary- daub, kilns, mortise, pug, mill puncheon, tallow, tenon, thatched, roof, wattle |